

# Weekly Overview Year Group: 3 Week beginning: 11th March 2024.

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English:	English - Newspaper reports			
Monday	Tuesday	Wednesday	Thursday	Friday
LI: To evaluate and edit a text	LI: To identify the purpose of a text.	LI: To compose a newspaper report (cold write)	LI: To identify the features of a text.	LI: To identify how fact and opinion contribute to meaning.
<p><b>Key Vocabulary:</b> structure, layout, presentation, language, edit, proof-read, correct, effect, vocabulary, punctuation.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What does 'proof-reading' mean?</li> <li>How are proof-reading and editing different?</li> <li>What things should we focus on when editing?</li> </ul>	<p><b>Key Vocabulary:</b> newspaper, report, recount, audience, information.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Is a newspaper article fiction or nonfiction?</li> <li>What is the purpose of a newspaper article?</li> <li>Who is the audience? Does the audience affect the language and layout?</li> </ul>	<p><b>Key Vocabulary:</b> newspaper, report, recount, audience, information.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>Is a newspaper article fiction or nonfiction?</li> <li>What is the purpose of a newspaper article?</li> <li>Who is the audience? Does the audience affect the language and layout?</li> </ul>	<p><b>Key Vocabulary:</b> headline, byline, orientation, body, quote, pun, fact, opinion.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>How do we know what the article is about?</li> <li>What purpose does the first paragraph serve?</li> <li>Why are quotes included and not reported speech?</li> </ul>	<p><b>Key Vocabulary:</b> fact, opinion, quote, eyewitness, bias, agenda, purpose.</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is a fact?</li> <li>What is an opinion?</li> <li>What is bias?</li> <li>Why should newspaper articles have quotes from a variety of people?</li> <li>As opinions are not factual, why do newspaper articles have quotes?</li> </ul>
<p><b>Starter (Mark my work):</b> Children read the text on the screen and identify errors that need correcting and aspects of the text that need improving so that the play-script has the desired effect on the reader.</p> <p><b>Watch me:</b> Model improving the scene on the screen so that a variety of sentence adverbs are used (not only adverbs of manner).</p> <p><b>Help me:</b> Rewrite the scene so that it has a balance of action and dialogue. Model how sometimes, in order to create suspense, script writers' script non-verbal sections which rely heavily on the stage directions.</p> <p><b>Show me:</b> Rewrite the two sentences as one complex sentence, using appropriate conjunctions.</p>	<p><b>Starter</b> <b>Game:</b> On screen there is a newspaper article, concealed. Using the spotlight, reveal bit by bit. Children guess what text type it is and for bonus points, what it is about.</p> <p><b>Watch me:</b> What is a newspaper article and what purpose does it serve? Introduce the topic to the children, using the earlier revealed text to model how to identify the context and purpose of the article (5 Ws).</p> <p><b>Help me:</b> Answer a retrieval question about the text.</p> <p><b>Show me:</b> Use our prior knowledge and evidence from the text to answer an inference question.</p>	<p><b>Starter- recap prior learning:</b> On screen, show examples of different text types.</p> <p><b>KQ- Which is a newspaper report? How do you know?</b> Children feedback their thoughts to the class to embed yesterday's learning.</p> <p><b>Watch me:</b> On screen, show a picture from Jimmy and the Pharaoh. Explain that today, children are going to be journalists, reporting on the 'breaking news' about a boy who brought a man to show and tell- A man who claims to be the Egyptian Pharaoh, Tutankhamun!</p> <p><b>What does a Newspaper report need?</b> Together, look back at the text from yesterday's lesson to explore language and layout, to identify styles and techniques that we could 'magpie'.</p> <p><b>Help me:</b> Using this week's reading strategy (RS7- Summarising &amp; synthesis) and the story map made in yesterday's reading lesson, identify the key information: <i>Who? What? Where? When? Why? and How?</i></p> <p><b>Show me:</b> <i>Who was there? What did they see? What did they think?</i> Children identify possible eyewitnesses and using clues from the story, form opinions that these eyewitnesses might tell a reporter.</p>	<p><b>Starter</b> Sort the features- what belongs in a newspaper report and what does not?</p> <p><b>Watch me:</b> Using the article on screen, text mark: Headline, byline and quotes</p> <p><b>Help me:</b> Text mark the information in the orientation that tells us: Who? What? Where? When? and Why?</p> <p><b>Show me:</b> Identify an example of a fact and an opinion in the text.</p>	<p><b>Starter</b> Children read the statements on the board and sort into the t-chart: fact and opinion.</p> <p><b>Watch me:</b> Revise previous learning from the autumn term, ensuring children can identify the difference between fact and opinion.</p> <p><b>Help me:</b> Read the newspaper article and identify the opinions. Why are they in inverted commas?</p> <p><b>Show me:</b> <b>Mark my work:</b> Show a newspaper article where facts have been highlighted (but some sentences which are not facts have been highlighted too).</p>

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<p><b>Main task:</b> Children use their purple pen and the checklist to edit and improve their writing. This is a guided edit and children will be led through the process by their teacher.</p>	<p><b>Main task:</b> Children read the Newspaper report and answer the questions.</p> <p><b>Challenge:</b> On screen, show a newspaper 'fluff piece'. <i>How does the purpose of this report differ from that of the one we have read today?</i></p>	<p><b>Main task:</b> Children compose their new report on the template (printed on blue paper as it is a cold write).</p> <p><i>*Teachers will then identify the unit targets that children need to focus on throughout the unit.</i></p>	<p><b>Main task:</b> Children read the model text newspaper report and mark the features.</p> <p><b>Challenge:</b> <i>"Newspaper headlines should be attention grabbing. Even better still, they should contain some form of alliteration or a pun!"</i></p> <p><b>True or false?</b> Children should use vocabulary covered in the lesson to justify their answers.</p>	<p><b>Main task:</b> Children read the news report n and identify the facts and opinions within it and record them in the grid.</p>
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This week's reading focus: <b>Reading Strategy</b>				
<b>Monday</b> To identify and order the main points of a text	<b>Tuesday</b> To summarise information from a text	<b>Wednesday</b> To select and combine information from various sources	<b>Thursday</b> To synthesise information from more than one text	<b>Friday</b> To compare texts with similar topics
<p><b>Input:</b> The children will recap their prior learning, using the class anchor chart. They will then use the 5Ws to identify the questions a reader might have about the topic they are reading about, and then identify the key points.</p> <p><b>Main task:</b> Children read the rest of the story 'Jimmy and the Pharaoh' and answer the questions about the main events and put them in order.</p>	<p><b>Input:</b> Building on yesterday's lesson, children will explore the different types of questions that require summarising and practise this before moving on to the main task.</p> <p><b>Main task:</b> Children re- read the text and then produce a mind map of 'Jimmy and the Pharaoh' (this will be referred to, for the 'cold write task' in our new English Unit).</p>	<p><b>Media focus-enriching English Unit</b></p> <p><b>Input:</b> Explain that the prefix "syn" means together and that synthesising a text is the process of pulling together information about a concept from different places.</p> <p><b>R – read</b> different sources about a topic and record ideas.</p> <p><b>E – edit notes and combine concepts that are similar.</b></p> <p><b>S – synthesise</b> by combining notes with what you already know about the topic.</p> <p><b>T – think</b> about your new ideas and connect them to what you already know</p> <p><b>Main task:</b> Children complete the summarisation chart, identifying key information about the recent discovery of the 'smiling mini-sphinx' statue in Egypt. Children read/ watch the various news reports to find out: who? what? where? when? why? how? and record the relevant information in the grid.</p> <p><a href="https://www.bbc.co.uk/newsround/64877090">https://www.bbc.co.uk/newsround/64877090</a></p> <p><a href="https://news.sky.com/story/archaeologists-in-egypt-unearth-sphinx-like-statue-and-shrine-12827688">https://news.sky.com/story/archaeologists-in-egypt-unearth-sphinx-like-statue-and-shrine-12827688</a></p>	<p><b>Plants focus- enriching Science Unit</b></p> <p><b>Main task:</b> Children read the three texts and composite the information to produce a poster 'All about plants.'</p> <p>The poster should explain:</p> <ul style="list-style-type: none"> <li>the different parts of a plant- <b>text 1</b></li> <li>the lifecycle of a plant- <b>text 2</b></li> <li>what plants need to survive- <b>text 3</b></li> </ul>	<p><b>Main task:</b> Children re-read and compare Egyptian Cinderella with Jimmy and the pharaoh. Using their comparisons, children complete the t-chart showing similarities and differences.</p>

Handwriting	Spelling and dictation	Vocabulary
<p><b>LI: To form and join the letters: Wh</b></p> <p><b>Introduction:</b> Children will do the 'ready to write' exercises to warm-up and stretch the muscles they will use for writing.</p> <p><b>Watch me:</b> practise forming repeated patterns that develop the hand motion needed for this formation.</p> <p>Children copy this in the form of a repeating pattern of joined vertical and horizontal strokes- (a tracing option provided for those who need it).</p> <p><b>Help me/ Show me:</b> We will then learn how to form groups of letters, requiring this join, The teacher will model this, and children will trace/ copy: <b>who who whe</b></p> <p><b>Main task:</b> Children practise this formation in the context of the following words: <b>who, when, where, which, while, whatever, whenever, whichever, whether</b></p>	<p><b>LI: To explore words with 'ee' sound, spelt 'i'</b></p> <p><b>beautiful, happiness, angrier, prettier, readily, dried, defied, applies, silliness, heavier</b></p> <p>1. Write this week's spelling words into your pupil planner</p> <p>2. Find out what the words mean and use the knowledge to complete the activity.</p>	<p><b>Word aware:</b></p> <p><b>climate pollution zone transport infrastructure</b></p>

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Aspire, Perform, Succeed

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Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	To partition the whole	To find a fraction of an amount.	To find a fraction of an amount.	To find a fraction of an amount.	To reason about fractions
<b>Key vocabulary and key questions</b>	<b>KV:</b> partition, numerator, denominator, addition, subtraction <b>KQ:</b> How does the part-whole model work? How can we connect our knowledge of fractions to a part-whole model? Does our adding or subtracting skills aid us?	<b>KV:</b> partition, numerator, denominator, addition, subtraction, divide, multiply <b>KQ:</b> How can we use fractions to find amounts of quantities? What operation would we need to use the most? How is division linked to fractions?	<b>KV:</b> partition, numerator, denominator, addition, subtraction, divide, multiply <b>KQ:</b> How can we use fractions to find amounts of quantities? What operation would we need to use the most? How is division linked to fractions? What does the numerator/denominator represent?	<b>KV:</b> partition, numerator, denominator, addition, subtraction, divide, multiply <b>KQ:</b> How can we use fractions to find amounts of quantities? What operation would we need to use the most? How is division linked to fractions? What does the numerator/denominator represent?	<b>KV:</b> partition, numerator, denominator, addition, subtraction, divide, multiply <b>KQ:</b> How can we use fractions to find amounts of quantities? What operation would we need to use the most? How is division linked to fractions? What does the numerator/denominator represent? Do fractions have to be equal?
<b>Introduction and learning</b>	Using a variety of visuals, children will be learning about partitioning the whole number into different quantities of fractions. Children will develop an understanding that a fraction with matching numerator and denominator is equal to 1 whole and this will help when partitioning.	Children will be learning about how division is linked to finding fractions of amounts. They will be learning about using unit-fractions to find quantities. Children will understand that the denominator represents the number of groups and the numerator is the number we care for.	Children will be learning about how division is linked to finding fractions of amounts. They will be learning about using non-unit-fractions to find quantities. Children will understand that the denominator represents the number of groups and the numerator is the number we care for.	Children will be learning about how division is linked to finding fractions of amounts. They will be learning about using non-unit-fractions to find quantities. Children will understand that the denominator represents the number of groups and the numerator is the number we care for.	Children will be discussing and solving a range of different styled word problems focusing on recapping their skills learnt for fractions.
<b>Activities and application of learning</b>	<b>T1:</b> Children use visuals to decipher the partitions. <b>T2:</b> Children use part-whole models to partition fractions. <b>T3:</b> Children solve reasoning problems about partitioning fractions.	<b>T1:</b> Children will be creating visuals to represent finding fractions of amounts. <b>T2:</b> Children will use the existing visuals to complete the stem sentences. <b>T3:</b> Children will use knowledge of finding fractions of amounts to solve the reasoning problems.	<b>T1:</b> Children will be creating visuals to represent finding fractions of amounts. <b>T2:</b> Children will use the existing visuals to complete the stem sentences. <b>T3:</b> Children will use knowledge of finding fractions of amounts to solve the reasoning problems.	<b>T1:</b> Children will be creating visuals to represent finding fractions of amounts. <b>T2:</b> Children will use the existing visuals to complete the stem sentences. <b>T3:</b> Children will use knowledge of finding fractions of amounts to solve the reasoning problems.	Children will solve a variety of reasoning and word problems about fractions.

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**Alexandra**  
Primary School

Aspire, Perform, Succeed

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Spanish	Music	Topic- Geography	PE
<p>LI: To express which fruits I like in Spanish</p> <p>Children will continue to consolidate and practice their knowledge of Spanish fruits. They will learn how to say 'I like' in Spanish, and use this knowledge to practice telling their partners which fruits they like.</p>	<p><b>Ukulele with Hounslow Music Service</b></p> <p><b>LI: To practise the chord I have learnt so far on the ukulele.</b></p> <p>Children will be given the opportunity to practise playing the different chords they have learnt so far on the ukulele developing their control, accuracy, and fluency.</p>	<p><b>To describe the human features of a settlement.</b>  <b>Watch me:</b> Establish that a 'human feature' is any characteristic of a place directly caused by human existence, including settlements themselves. Examples of human features are: population, demographics, services, and resources required by humans including shelter, food, healthcare, education, government, religion, jobs, transport networks and 'community'. Explain that we know this information about places because data is regularly collected in the form of a census. This allows experts to study the statistics to identify important human features and identify ways to make changes to the settlement to improve quality of life for the inhabitants.  <b>Main task:</b> Using Hounslow council statistics, the graphs from Lesson 2, Digi-maps etc, children complete the case-study chart for Hounslow, showing the comparison to the rural case study.</p>	<p><b>L.I: To be able to field a ball using two handed pick up and a short barrier.</b>  <b>Main Learning: Two-handed pick up:</b> In pairs with one ball between them. The child with the ball rolls it towards their partner. The receiver runs towards the ball, scoops it up and overarm throws back to their partner.  <b>Short barrier:</b> In pairs with one ball between them. The child with the ball rolls it towards their partner. The receiver using a short barrier to stop the ball. They have five turns and then switch roles.  <b>Hit the wickets:</b>  <b>Cool down: Q: Why is it important to move to track the ball as it is coming? Q: Which one did you find the easiest and why? How might a batter respond to seeing fielding like this?</b></p> <p><b>Gymnastics (Dance Energy)</b>  <b>LI: To be able to transition smoothly into and out of balances.</b>  <b>Main Learning: Moving out of balances:</b> Children work two to a mat, performing a V shape balance on their bottom. <b>Q: Which actions do you think would link with moving out of this balance?</b> E.g., would a jump link with it? Why not? Changing shape to move into the balance e.g., moving from a pike shape or straddle shape.  <b>Travelling into the balance.</b> E.g., use a sliding or spinning action to get into the balance.  <b>Linking balances:</b> With a partner, children choose three balances. They need to consider which actions to select to link their three balances together so that their sequence flows. They need to complete the same actions as one another.</p>

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DT	Science	PSHCE	R.E
<p><u>Over 2 lessons</u></p> <p><b>LI: To create pneumatic system.</b></p> <p><b>Input:</b> Children will be able to explore a range of different styles and sizes of boxes (housing) and using their prior knowledge (from Yr2) of linkages and pivots they will think about:</p> <p>How could you modify the boxes to fit your design?</p> <p><b>Main Task:</b> Children will collect all the materials for their <b>pneumatic system</b> and check that it works smoothly. They will be used to use the materials in the classroom for your housing: cardboard packaging, card.</p> <p>Creating the <b>mythical Egyptian creature</b></p> <p>Look at the materials available which you can use to help bring your mythical creature to life, e.g.: eyes, limbs, wings etc.</p>	<p><b>To apply our knowledge about plants.</b></p> <p>Children will be recapping their knowledge about the different parts of plants and their roles.</p> <p>Children will then be discussing the school grounds and how we can make them more eco-friendly.</p> <p>Task 1 - Children will move around the playground in pairs making notes of where they can make changes.</p> <p>Task 2 - Children will make their own detailed notes on a school grounds map explaining decisions taken to make areas more eco-friendly.</p>	<p><b><u>LI: To identify things, people and places that I need to keep safe.</u></b></p> <p><b><u>To know some strategies for keeping myself safe, who to go to for help and how to call emergency services.</u></b></p> <p><b><u>Main Task –</u></b></p> <p>In groups of 3, look again at the list, how can you keep Jigsaw Jino safe in some of these different places and situations. Children are to come up with strategies that Jigsaw Jino could use.</p>	<p><b>LI: To understand beliefs about what happens to a soul.</b></p> <p>Children will be discussing and learning about the concept of having a soul and what this might mean.</p> <p>They will be looking at the Islamic and Christian beliefs about the origins of souls and what happens to a soul after death.</p> <p>Children will then discuss how actions can affect what might happen to a soul and how this links to the previous lessons of confession and repentance.</p>

### Homework

***Homework is set on a Tuesday and uploaded to Google Classroom and the APS website. It is expected to be returned by the following Monday.***

**Reading:** Read for at least 20 minutes every day. Record what you have read in your Pupil Planner reading log.

**Spellings:** Practise your spellings from your diary, which you received on Monday or the ones you received from your Phonics lessons.

**Doodle:** Complete Maths, Times-Tables, English and Spelling activities so that you stay in the **Green zone.**

**Times Tables Rockstars:** Complete your Soundchecks and activities to earn points for your class. **Rock Stars Battle of Year 3:** There is one battle a week. The battles start Tuesdays 4pm and finish the following Monday at 6pm.

#### **Curriculum-Based Homework:**

**RE -** Create a piece of artwork that you think represents your soul. Be as creative as you can - The best ones can be added to our year group displays!